


Form Purpose:

The Teacher Self-Assessment form is an optional evaluatee-initiated form to be used during the evaluation process.

Form Design, Part 1:



Rhode Island Department of Elementary and Secondary Education

Teacher Self-Assessment

The purpose of the Self-Assessment is to allow educators to reflect on their past performance, relevant student learning data, prior evaluation data, and professional goals for the upcoming year. Before completing the Self-Assessment, review information from prior evaluations (especially last year's), including feedback from your evaluator, as well as the components outlined in the Teacher Professional Practice and Professional Foundations Rubrics.

Self-Assessment - Professional Practice

Using the Teacher Professional Practice Rubric, identify strengths and areas of growth for each domain. Not all components must be selected. Additional information on the Professional Practice Rubric can be found within the [RI Model Teacher Evaluation and Support System Guidebook - Edition II \(click to launch\)](#).

Domain 2: The Classroom Environment

| | |
|--|----------------|
| 2a: Creating an Environment of Respect and Rapport | Not Selected ▼ |
| 2b: Establishing a Culture for Learning | Not Selected ▼ |
| 2c: Managing Classroom Procedures | Not Selected ▼ |
| 2d: Managing Student Behavior | Not Selected ▼ |

Domain 3: Instruction

| | |
|---|----------------|
| 3a: Communicating with Students | Not Selected ▼ |
| 3b: Using Questioning/Prompts and Discussion Techniques | Not Selected ▼ |
| 3c: Engaging Students in Learning | Not Selected ▼ |
| 3d: Using Assessment in Instruction | Not Selected ▼ |

Professional Practice Summary

Briefly describe your rationale for selecting the above strength(s).

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Briefly describe your rationale for selecting the above area(s) for growth.

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Form Design, Part 2:

| Self-Assessment - Professional Foundations | | |
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| Professional Foundations Rubric At A Glance | | |
| DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION | DOMAIN 2: PROFESSIONALISM | DOMAIN 3: PLANNING |
| <p>PF1: Understand and participates in school/district-based initiatives and activities</p> <ul style="list-style-type: none"> Knowledge of school and district initiatives and activities Involvement in school and district initiatives and activities <p>PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress</p> <ul style="list-style-type: none"> Teacher interactions with parents Teacher interactions with colleagues Student or personnel records Grade books Specialist referrals | <p>PF3: Acts on the belief that all students can learn and advocates for students' best interests</p> <ul style="list-style-type: none"> Teacher interactions with students Teacher interactions with parents Course offerings Support services offerings Student advocacy meetings or call notes After school support logs <p>PF 4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members in all actions and interactions</p> <ul style="list-style-type: none"> Teacher interactions with students Teacher interactions with colleagues Teacher interactions with parents or other community members <p>PF 5: Acts ethically and with integrity while following all school, district, and state policies</p> <ul style="list-style-type: none"> Required personnel file documentation of behavior Interactions with school leadership Interactions with colleagues <p>PF 6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators</p> <ul style="list-style-type: none"> Professional Growth Plans Involvement in district or school-sponsored professional development | <p>PF 7: Plans effectively based on accurate knowledge of how children learn and develop</p> <ul style="list-style-type: none"> Lesson and unit plans Classroom materials and learning activities Assessments <p>PF 8: Uses data appropriately to plan instruction for a diverse group of learners</p> <ul style="list-style-type: none"> Lesson and unit plans Classroom materials and learning activities Assessments |

Using the Teacher Professional Foundations Rubric, identify strengths and areas of growth for each domain. Not all components must be selected.

Domain 1: School Responsibilities and Communication

PF1: Understand and participates in school/district-based initiatives and activities

PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress

Domain 2: Professionalism

PF3: Acts on the belief that all students can learn and advocates for students' best interests

PF4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members in all actions and interactions

PF5: Acts ethically and with integrity while following all school, district, and state policies

PF6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators

Domain 3: Planning

PF7: Plans effectively based on accurate knowledge of how children learn and develop

PF8: Uses data appropriately to plan instruction for a diverse group of learners

Process Overview

1. Locate the Form in the Task List

Located on the educator dashboard (i.e. the “My Evaluation Cycle” tab), the **Task List** is the tabbed area beneath Student Learning Objectives and Professional Growth Plan modules. All forms you have access to appear on the “All” tab and you can also use the “Action Required” tab to find only those forms currently requiring your action or waiting to be initiated by you.

After locating “**Teacher Self-Assessment (Optional)**” in the Task List, click the “Submit” action link adjacent to the form title. This will launch the form in its own tab/window.

2. Complete the Form

1. In both the Professional Practice and Professional Foundations sections of the form, you will see each component listed with a corresponding drop-down field. Use these **drop-down fields** to indicate whether you consider that component to be one of your “strengths” or an “area for growth.” If neither, you can also leave it at its default position, “Not Selected.”
2. Following the Professional Practice component drop-down fields is a pair of **Summary text boxes**. Use these to describe your rationale for selecting the strengths and areas for growth you identified.
3. Do the same in the Professional Foundations Summary portion of the form.
4. The last section of the form is reserved for your **Priority Growth Areas**. Based on the information you have entered above and your professional growth over the last year, prioritize up to three growth areas using the three text areas provided.
5. Click **Submit**.

3. Finalize the Form (To be completed by the evaluator)

The Finalize Element function is found in the **Evaluation Profile** of the Evaluator’s **Process View**.

1. From the user’s **Evaluation Profile**, expand components to locate the form in question.
2. Click the Finalize (thumbs up) icon to the right of the Schedule icon.
3. Select:



- “Finalize the element” and click Submit on the pop-up window to immediately finalize the form.

OR

- “Route to Administrator” and click Submit in cases where another evaluator needs to review and finalize the form.

NOTE: Check the Notify User box, if you wish to send an email to the educator indicating that the form has been finalized or routed to another evaluator to finalize.